| | Universitas Negeri Surabaya<br>Faculty of Social and Legal Sciences,<br>Political Science Undergraduate Study Program | Document Code |
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# SEMESTER LEARNING PLAN

| Courses | CODE | Course Family | Credit Weight | | | SEMESTER | Compilation Date |
|---|---|---|---|---|---|---|---|
| Scientific Writing Techniques | 6720102014 | Compulsory Study Program Subjects | T=1 | P=1 | ECTS=3.18 | 2 | March 1, 2024 |

| AUTHORIZATION | SP Developer | Course Cluster Coordinator | Study Program Coordinator |
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| | imam zarkasih | imam zarkasih | Dr. Moch. Mubarok Muharam, M.IP. |

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| **Learning model** | **Project Based Learning** | |
| **Program Learning Outcomes (PLO)** | **PLO study program that is charged to the course** | |
| | **PLO-5** | Contribute to improving the quality of life in society, nation, state and civilization based on Pancasila; |
| | **Program Objectives (PO)** | |
| | **PO - 1** | Students are able to recognize various forms of scientific writing. |
| | **PO - 2** | Students are able to develop the ability to convey ideas clearly, efficiently, and using standard Indonesian grammar through scientific writing exercises. |
| | **PO - 3** | Students are able to develop writing and critical thinking skills. |
| | **PO - 4** | Mastering the procedures for writing scientific papers. |
| | **PLO-PO Matrix** | |

| P.O | PLO-5 |
|---|---|
| PO-1 | |
| PO-2 | |
| PO-3 | |
| PO-4 | |

**PO Matrix at the end of each learning stage (Sub-PO)**

| P.O | Week | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| PO-1 | | | | | | | | | | | | | | | | |
| PO-2 | | | | | | | | | | | | | | | | |
| PO-3 | | | | | | | | | | | | | | | | |
| PO-4 | | | | | | | | | | | | | | | | |

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| **Short Course Description** | The Scientific Writing Techniques course equips students with the skills needed to produce quality scientific writing that meets academic standards. Through a combination of theory, practice and constructive criticism, this course aims to guide students in honing their ability to write clearly, systematically and convincingly. | |
| **References** | **Main :** | |
| | | |
| | **Supporters:** | |
| | | |
| **Supporting lecturer** | Imam Zarkachi, S.IP., LL.M., M.IntR.<br>Adli Hazmi, S.IP., M.A. | |

| Week- | Final abilities of each learning stage (Sub-PO) | Evaluation | | Help Learning, Learning methods, Student Assignments, [ Estimated time] | | Learning materials [ References ] | Assessment Weight (%) |
|---|---|---|---|---|---|---|---|
| | | Indicator | Criteria & Form | Offline ( *offline* ) | Online ( *online* ) | | |
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |
| 1 | 1. Students are able to recognize various forms of scientific writing.<br>2. Students are able to develop the ability to convey ideas clearly, efficiently, and using standard Indonesian grammar through scientific writing exercises.<br>3. Students are able to develop writing and critical thinking skills.<br>4. Mastering the procedures for writing scientific papers. | Students are able to understand study plans and contracts | **Criteria:**<br>Students know the basics of scientific writing<br><br>**Form of Assessment** : Participatory Activities | lecture/class 270 | | **Material:** Bailey, Stephen. 2015. Academic Writing: A Handbook for International Students. Abingdon: Routledge **Library:**<br><br>**Material:** forms of scientific writing **References:** | 5% |
| 2 | 1. Students are able to recognize various forms of scientific writing.<br>2. Students are able to develop the ability to convey ideas clearly, efficiently, and using standard Indonesian grammar through scientific writing exercises.<br>3. Students are able to develop writing and critical thinking skills.<br>4. Mastering the procedures for writing scientific papers. | Students are able to correctly understand the meaning and types of scientific work | **Criteria:**<br>Student participation in questions and answers and conveying ideas<br><br>**Form of Assessment** : Participatory Activities | lecture/class | | **Material:** Bailey, Stephen. 2015. Academic Writing: A Handbook for International Students. Abingdon: Routledge **Library:**<br><br>**Material:** writing procedures **References:** | 5% |
| 3 | Able to recognize various forms of scientific work | Students are able to accurately explain the structure of scientific work | **Criteria:**<br>Student participation in questions and answers and conveying ideas<br><br>**Form of Assessment** : Participatory Activities | Offline with classes and assessments | | **Material:** Bailey, Stephen. 2015. Academic Writing: A Handbook for International Students. Abingdon: Routledge **Library:**<br><br>**Material:** form of written work **References:** | 5% |

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| **4** | 1. Able to recognize various forms of scientific work<br>2. Students Students are able to accurately explain the requirements for writing, the nature and benefits of scientific work | Students are able to correctly understand the meaning and types of scientific work | **Criteria:**<br>Student participation in questions and answers and conveying ideas<br><br>**Form of Assessment** : Participatory Activities | Learning Form:<br>Face to face<br><br>Learning Method:<br>Lecture and question and answer. | 120 minutes | **Material:** Bailey, Stephen. 2015. Academic Writing: A Handbook for International Students. Abingdon: Routledge<br>**Library:**<br><br>**Material:** benefits of scientific work<br>**References:** | 5% |
| **5** | Students are able to create a methodology for research | Students are able to correctly determine research titles and write abstracts | **Criteria:**<br>Student participation in questions and answers and conveying ideas<br><br>**Form of Assessment** : Participatory Activities, Practical Assessment | Offline with assignments | | **Material:** Bailey, Stephen. 2015. Academic Writing: A Handbook for International Students. Abingdon: Routledge<br>**Library:**<br><br>**Material:** writing methodology<br>**References:** | 5% |
| **6** | Able to develop the ability to convey ideas clearly, efficiently, and using standard Indonesian grammar through scientific writing exercises. | Students are able to correctly write an introduction | **Criteria:**<br>Student participation in questions and answers and conveying ideas<br><br>**Form of Assessment** : Participatory Activities, Practice/Performance | Classes with lectures and questions and answers | | **Material:** Able to develop the ability to convey ideas clearly, efficiently, and using standard Indonesian grammar through scientific writing exercises.<br>**References:** | 5% |
| **7** | Able to develop the ability to convey ideas clearly, efficiently, and using standard Indonesian grammar through scientific writing exercises. | Students are able to analyze, explain theoretical studies and problem formulation | **Criteria:**<br>Student participation in questions and answers and conveying ideas<br><br>**Form of Assessment** : Participatory Activities, Practical Assessment | Lectures and questions and answers | | **Material:** Swales, John M. and Christine B. Feak. 2001. Academic Writing for Graduate Students: Essential Tasks and Skills. Ann<br>**Reader:**<br><br>**Material:** precise ideas<br>**References:** | 5% |
| **8** | 1. Students are able to write a complete article<br>2. Students can write the entire article | Can write articles | **Criteria:**<br>Article writing<br><br>**Form of Assessment** : Test | Midterm exam | | **Material:** Swales, John M. and Christine B. Feak. 2001. Academic Writing for Graduate Students: Essential Tasks and Skills. Ann<br>**Reader:**<br><br>**Material:** uts<br>**Library:** | 20% |

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| **9** | Able to develop the ability to convey ideas clearly, efficiently, and using standard Indonesian grammar through scientific writing exercises. | Students are able to correctly explain and use methodology in writing scientific papers | **Criteria:**<br>Student participation in questions and answers and conveying ideas<br><br>**Form of Assessment** : Participatory Activities, Practice/Performance | Lectures and questions and answers | | **Material:** Swales, John M. and Christine B. Feak. 2001. Academic Writing for Graduate Students: Essential Tasks and Skills. Ann<br>**Reader:** | 5% |
| **10** | Able to develop the ability to convey ideas clearly, efficiently, and practice scientific writing. by using standard Indonesian grammar through | Students are able to accurately produce problem formulations | **Criteria:**<br>Student participation in questions and answers and conveying ideas<br><br>**Forms of Assessment** :<br>Participatory Activities, Portfolio Assessment, Practice / Performance | Lectures and questions and answers | 120 minutes | **Material:** Swales, John M. and Christine B. Feak. 2001. Academic Writing for Graduate Students: Essential Tasks and Skills. Ann<br>**Reader:**<br><br>**Material:** writing methodology<br>**References:** | 5% |
| **11** | Able to develop the ability to convey ideas clearly, efficiently, and using standard Indonesian grammar through scientific writing exercises. | Students are able to correctly explain and use methodology in writing scientific papers | **Criteria:**<br>Student participation in questions and answers and conveying ideas<br><br>**Form of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment | Face to face, discussions and lectures | | **Material:** Swales, John M. and Christine B. Feak. 2001. Academic Writing for Graduate Students: Essential Tasks and Skills. Ann<br>**Reader:**<br><br>**Material:** methodological theoretical framework<br>**References:** | 5% |
| **12** | Able to develop the ability to convey ideas clearly, efficiently, and using standard Indonesian grammar through scientific writing exercises. | Students are able to correctly explain and use methodology in writing scientific papers | **Criteria:**<br>Students are able to correctly explain and use methodology in writing scientific papers<br><br>**Form of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment | Face to face, discussions and lectures 270 | | **Material:** Swales, John M. and Christine B. Feak. 2001. Academic Writing for Graduate Students: Essential Tasks and Skills. Ann<br>**Reader:**<br><br>**Material:** Eyd letters<br>**Reference:** | 5% |
| **13** | Mastering the procedures for writing scientific papers. | Students are able to write according to the ethics of writing scientific papers | **Criteria:**<br>Student participation in questions and answers and conveying ideas<br><br>**Form of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment | Lectures and questions and answers 270 | | **Material:** Swales, John M. and Christine B. Feak. 2001. Academic Writing for Graduate Students: Essential Tasks and Skills. Ann<br>**Reader:**<br><br>**Material:** conclusion of writing<br>**References:** | 5% |

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| **14** | Mastering the procedures for writing scientific papers. | Students are able to write according to the ethics of writing scientific papers | **Criteria:**<br>Student participation in questions and answers and conveying ideas<br><br>**Form of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment | Lectures and questions and answers<br>270 | | **Material:**<br>Swales, John M. and Christine B. Feak. 2001. Academic Writing for Graduate Students: Essential Tasks and Skills. Ann<br>**Reader:** | 5% |
| **15** | Mastering the procedures for writing scientific papers. | Students are able to write according to the ethics of writing scientific papers | **Criteria:**<br>Student participation in questions and answers and conveying ideas<br><br>**Form of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment | Lectures and questions and answers | 120 | **Material:**<br>Swales, John M. and Christine B. Feak. 2001. Academic Writing for Graduate Students: Essential Tasks and Skills. Ann<br>**Reader:**<br><br>**Material:**<br>writing procedures<br>**References:** | 4% |
| **16** | Write a complete article | 1. Students are able to compose and publish scientific articles<br>2. Swales, John M. and Christine B. Feak. 2001. Academic Writing for Graduate Students: Essential Tasks and Skills. Ann | **Criteria:**<br>Exam<br><br>**Form of Assessment** : Test | Exam | | **Material:**<br>Swales, John M. and Christine B. Feak. 2001. Academic Writing for Graduate Students: Essential Tasks and Skills. Ann<br>**Reader:** | 10% |

**Evaluation Percentage Recap: Project Based Learning**

| No | Evaluation | Percentage |
|---|---|---|
| 1. | Participatory Activities | 43.67% |
| 2. | Project Results Assessment / Product Assessment | 12% |
| 3. | Portfolio Assessment | 1.67% |
| 4. | Practical Assessment | 5% |
| 5. | Practice / Performance | 6.67% |
| 6. | Test | 30% |
| | | 99.01% |

**Notes**

1. **Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
2. **The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
3. **Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
4. **Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
5. **Indicators for assessing** abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities or performance of student learning outcomes accompanied by evidence.

6. **Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
7. **Forms of assessment:** test and non-test.
8. **Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
9. **Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
10. **Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
11. **The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
12. TM=Face to face, PT=Structured assignments, BM=Independent study.